



Edmonds School Improvement Plan (SIP) WESTGATE ELEMENTARY Three-Year Plan

Purpose

The Edmonds School Improvement Plan (SIP) tells how our school will achieve *engagement, equity, and excellence* for our students. The plan states goals and why these goals were chosen. Our plan also outlines what staff will do to ensure students' experience belonging and are able to engage in their best learning. Our three-year School Improvement Plan also includes ongoing student and family engagement, and opportunities to reflect and revise to ensure we are making progress toward our goals.

Current School Year	2021-2022
Our School Name	Westgate Elementary

Section 1. Our school

A description of our school including but is not limited to student demographics, school staff characteristics, strengths and successes, new opportunities/instructional programs/supports for students, families, and staff (500 words or less, including a table of student demographics). Other data can be added if desired.

Federal Race	Student Race Count	Student Percentage
Asian	23	5.50%
Black/African American	22	5.26%
Hispanic/Latino of any race(s)	91	21.77%
Two or more races	56	13.39%
Native Hawaiian/Other Pacific Islander	2	0.47%
White	224	53.58%

Westgate has 23 different languages spoken at home and the top 4 are as follows:

Language	Student Count	Student Percentage
Spanish	50	11.90%
Russian	8	1.90%
Amharic	4	0.95%
English	332	79.04%

The Westgate community has amazing students, caring families, and dedicated educational staff.

At Westgate, we are committed to learning. School staff and families partner to nurture thoughtful, respectful, curious students, in fulfilling their fullest potential. Our students become responsible, critically-thinking citizens who care for themselves, care for others, and care for the world around them. The Westgate Elementary staff expects all students to be successful in meeting their full potential. We follow the district's adopted viable and guaranteed curriculum. We recognize that students have different learning styles, and we differentiate instruction to meet the range of learning needs in the classroom. Staff and families work in partnership to meet each child's strengths and areas of growth. Students learn to be responsible for their own education.

We ALL belong at Westgate. We are constantly working towards creating an inclusive and bully free school community. We learn the value of respecting ourselves and others through the study of intentional social emotional learning and character traits. We develop and practice our understanding of being a positive force in our community.

Section 2. Vision and Mission

Our Equity, Engagement, and Excellence (E₃ Vision)

The Edmonds School district is relentlessly focused on ensuring Equity, Excellence, and Engagement for ALL students.

Our Mission	With our students, staff, families and entire community, we strive to provide high quality teaching and learning to serve ALL kids. We strive to disrupt institutional bias based on race, ethnicity, cultural, linguistic background, or circumstances.
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Data and Stakeholder Engagement Summary

E₃ Category	Data that we used to tell our story (e.g., assessments, surveys, focus groups, and other data)? Data that are available for school improvement planning are below. <i>Please ensure the data that you used to inform your SIP are listed and delete data sources that you did not use.</i>
Equity (student demographics)	<ul style="list-style-type: none"> ● <i>All state assessment and district data for students overall and disaggregated by race, ethnicity, ELL/multilingual learners, migrant, homeless, economically disadvantaged, students with disabilities.</i> ● <i>District data stored on Skyward, Homeroom, and Panorama will also be disaggregated by economically disadvantaged, student mobility, and homeless student groups</i>
Engagement (school culture and climate)	<ul style="list-style-type: none"> ● <i>Skyward: Student attendance (percent regular attenders)</i> ● <i>Exclusionary discipline (Office referrals through SWIS/Skyward)</i> ● <i>Panorama student survey data</i> ● <i>Family/student/building surveys</i>
Instructional Excellence (student learning)	<ul style="list-style-type: none"> ● <i>Homeroom: Grades K-6 i-Ready, Grades 1-6 Running records; Grade K-6 Acadience</i> ● <i>OSPI state assessments: Grades 3-6: SBA or WA-AIM math and reading ; grades 4-6: percentage of students who achieved high learning growth; WIDA (ELPA21)</i> ● <i>Classroom walkthrough tool focused on high-leverage Tier 1 strategies - conferring, small group learning, consistent use of guaranteed viable curriculum.</i> ● <i>Please list other data sources used by your school to develop the SIP e.g., other formative assessments</i>

Reflection questions (Please answer each question in one or two paragraphs.)

Based on the data summary above, what strengths and specific needs were identified to inform the SIP for all students and for specific student groups? How were disparities in student outcomes examined and brought forward in planning?

- All student core content data is periodically reviewed by all staff, and we have consistently noticed disappropriationate data with our Multi Linguistic Language Learners (MLL).

How were stakeholders engaged (e.g., families, students, educators) in an ongoing way, to help create, support and monitor our SIP?

- The Leadership Team meets on a monthly basis. Throughout the year, we'll have ongoing engagements with families, students and teachers.

Based on the above data sources, what potential causal factors i.e., what is happening or not happening in our school that is causing the current results?

- MLL students aren't meeting core content area standards. MLL students need focus and attention on high quality instruction specific to their needs from their MLL teacher and their classroom teachers.

What are the goals that our school will focus on this school year and why?

- Our goals align with the District's Strategic Plan focus on Engagement, Equity, and Effective Instructional practices.

Note: Goals and strategies describe where the team intends to go but do not describe how the team will get there. An example goal might be to improve graduation rates or that all students in ninth grade will be on-track to graduate.

Section 3. School Improvement Plan (SIP)

This section describes what our staff will do, what students will achieve, and how we will measure progress. Engagement and instructional excellence goals should incorporate equity, inclusion, and access for all students and student groups.

- *K - 8 schools have a literacy goal, a math goal, and an engagement goal.*
- *High schools have an on-time graduation rate goal, an on-track for graduation goal, and an engagement goal.*

SIP Goal 1: (SMARTIE goal here)

Between Fall of 2021 and Spring of 2024, students in grade 3 will be able to read at grade level increasing from 45% to 50% meeting standard as measured by i-Ready and/or Running Records.

Theory of action (Please use "If and then" statements to explain how your strategy or strategies will achieve this goal)

If we increase our knowledge and understanding of the Balanced Literacy Framework and implement an aligned reading curriculum, then our students will improve their reading skills to obtain at grade level standard.

How will we get the work done?

Strategies we will complete this year (Please list up to three strategies to meet the needs of your students)

Person or team responsible

Strategy 1: Increase learning around the Balanced Literacy Framework by classroom teachers and continued implementation of a guaranteed and viable reading curriculum.	Principal and classroom teachers.
Strategy 2: <i>(optional)</i>	
Strategy 3: <i>(optional)</i>	

How will we know that the strategy is working?		
Strategy 1: 3rd grade students will show growth in their i-Ready and Running Records assessments and display an increased interest in reading. Students will receive an aligned reading curriculum.		
<i>What is your 30-, 60-, 90-day action plan? How will the plan achieve equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, and/or other student groups)?</i>		
<i>30-day plan</i>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> ● i-Ready PD/consult provided for teachers ● Principal learn/explore Balanced Literacy Framework with Principal Learning Network ● Meet with the 3rd grade team, Learning Support and Reading Specialist to do a needs assessment. 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>i-Ready Running Records Acadience</p>
<i>60-day plan</i>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> ● Grow principal understanding around Units of Study through observing weekly lessons. ● Staff meetings focused on components of Balanced Literacy Framework. ● Staff will collaborate through meaningful guided questions to review/analyze student reading data. 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>i-Ready Running Records</p>
<i>90-day plan</i>	<p><i>What does this look like in action?</i></p>	<p><i>What evidence or data will we review? (e.g.,</i></p>

	<ul style="list-style-type: none"> ● Continue data review/analysis to make course adjustments. ● Learning walk tool utilized to see evidence of Balanced Literacy Framework. ● Provide specific, timely, and intentional feedback regarding reading scope and sequence. 	<i>implementation and/or outcome data)</i> i-Ready Running Records
<p><i>Please complete the mid- and end-of-year reflect and revise summary using this link.</i></p> <p> <i>SIP Reflect and Revise Summary</i></p>		

If you have more than one strategy, please copy and complete the “How will we know the strategy is working” section for each strategy.

<p>SIP Goal 2: (SMARTIE goal here)</p> <p>Between Fall of 2021 and Spring of 2024, students in grade 4 will be able to achieve at grade level math standards increasing from 20% to 25% as measured by <u>i-Ready</u>, SBA, and/or curriculum-based assessments.</p>	
<p>Theory of action (Please use “if and then” statements to explain how your strategy or strategies will achieve this goal)</p> <p>If we implement differentiated small group instruction during core math, then students will receive learning reflected in a robust balanced math framework to mitigate for gaps in their learning as mathematicians.</p>	
<p>How will we get the work done?</p>	
<p>Strategies we will complete this year (Please list up to three strategies to meet the needs of your students)</p>	<p>Person or team responsible</p>
<p>Strategy 1: Ensure differentiated small group learning in core math instruction.</p>	<p>Principal and classroom teachers.</p>
<p>Strategy 2: (optional)</p>	

Strategy 3: (optional)	
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How will we know that the strategy is working?

Strategy 1: 4th grade students will show growth in their i-Ready, SBA and/or classroom based assessments and display the standards for student mathematical practice. Students will receive differentiated small group instruction during core math.

What is your 30-, 60-, 90-day action plan? How will the plan achieve equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, and/or other student groups)?

<i>30-day plan</i>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> ● Display the standards for student mathematical practice in the classroom ● i-Ready PD/consult provided for teachers ● Meet with the 4th grade team, Learning Support Teachers to do a needs assessment. 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>SBA i-Ready</p>
<i>60-day plan</i>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> ● Grow principal understanding around the Math curriculum through observing weekly lessons. ● Staff meetings focused on components of mathematical practices. ● Staff will collaborate through meaningful guided questions to review/analyze student math data. 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>SBA i-Ready</p>
<i>90-day plan</i>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> ● Continue data review/analysis to make course adjustments. ● Learning walk tool utilized to see evidence of mathematical practices ● Provide specific, timely, and intentional feedback regarding math scope and sequence. 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>SBA i-Ready</p>

Please complete the mid- and end-of-year reflect and revise summary using this link.

 [SIP Reflect and Revise Summary](#)

If you have more than one strategy, please copy and complete the “How will we know the strategy is working” section for each strategy.

SIP Goal 3: (SMARTIE goal here)

Between Fall of 2021 and Spring of 2024, students in grade 3 and 4 will increase their sense of belonging/supportive relationships from 60% (Spring 2021 data source) to 65% as measured by Panorama assessments and school-based surveys.

Theory of action:

If we implement self-regulating, social-emotional curriculum and school-wide expectations, then students will demonstrate the needed social, emotional behaviors which promote an inclusive, caring, and safe school experience for all of our students.

How will we get the work done?

Strategies we will complete this year (Please list <i>up to three</i> strategies to meet the needs of your students)	Person or team responsible
Strategy 1: Implement self-regulating, social-emotional curriculum and school-wide expectations.	Principal and all staff
Strategy 2: (optional)	
Strategy 3: (optional)	

How will we know that the strategy is working?

Strategy 1: 3rd-4th grade students will show growth in their Panorama data (specifically with supportive relationships/feelings of belonging) and display the characteristics of a safe, caring, and inclusive school as evidenced by a decrease in the number of office referrals.

What is your 30-, 60-, 90-day action plan? How will the plan achieve equitable student outcomes (e.g., reduce disproportionality based on race, ethnicity, ELL/multilingual learners, homeless, economically disadvantaged, students with disabilities, and/or other student groups)?

<p><i>30-day plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> ● Display School-wide expectations and social-emotional learning (2nd Step, Kelso’s choice) throughout the school/classrooms. ● Promote School-wide expectations and social-emotional learning (2nd Step, Kelso’s choice) with newsletters, announcements, classroom lessons. ● Grow student leaders through Student Council, Patrol and Recess Mediators. ● SEL PD/consult provided for teachers. ● Present recess/lunch expectations to all grades with paraeducators. 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Fall conference family survey Panorama</p>
<p><i>60-day plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> ● Staff meetings focused on SEL strategies/practices. ● Staff will collaborate through meaningful guided questions to review/analyze student discipline (SWIS), survey data. 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Family survey Panorama</p>
<p><i>90-day plan</i></p>	<p><i>What does this look like in action?</i></p> <ul style="list-style-type: none"> ● Continue data review/analysis to make course adjustments. ● Learning walk tool utilized to see evidence of SEL practices. ● Provide specific, timely, and intentional feedback regarding SEL/School-wide instruction. ● Mid-year present on recess/lunch expectations to all grades with paraeducators. 	<p><i>What evidence or data will we review? (e.g., implementation and/or outcome data)</i></p> <p>Family survey Panorama</p>

Please complete the mid- and end-of-year reflect and revise summary using this link.

 [SIP Reflect and Revise Summary](#)

If you have more than one strategy, please copy and complete the “How will we know the strategy is working” section for each strategy.

Section 4. Who helped/will help co-design our School Improvement Plan?

Name:	Role:
Stephen Hearn	Principal
Leadership committee	Team focused on improving our instructional practices.
Equity committee	Team focused on reducing the achievement and opportunity gap.
Building committee	Team focused on school-wide systems and/or logistics.

Links to supporting documents

- [Reflect and revise plan \(progress monitoring plan\)](#)
- Strategic plan